

Pedagogical Strategies in Media Literacy Education and their Alignment with Student- Centered Learning

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i9/22806> DOI:10.6007/IJARBSS/v14-i9/22806

Published Date: 09 September 2024

Abstract

The digital age has changed the terrain of literacy and calls for a change in pedagogical strategies for media literacy instruction. The growing frequency of false information, hate speech, and other damaging materials on the internet emphasizes how urgently students need to be given the critical skills to properly and responsibly negotiate the digital media environment. The studies examined under stress the need of active learning, practical application, and student participation in developing media literacy skills. The studies underline that the idea of literacy has developed beyond conventional text to include multimedia and multimodal skills required in new media environments. The results imply that even if student teachers value these new literacies, their knowledge is still rather scattered and limited. The COVID-19 epidemic has made educational difficulties even more severe, especially in early childhood education, which emphasizes how urgently teachers' technological competency should be improved and creative ideas for blended learning should be investigated. The studies also underline the need of active participation and real-life application in developing media literacy skills and stress the part of simulation and experiential learning in improving knowledge acquisition and self-efficacy among young. The results of the research point to a possible bias in librarians' media and information literacy (MIL) instruction toward conventional information literacy strategies and underline the need of a more balanced and theoretically grounded approach to MIL instruction that integrates both media and information literacy concepts. The studies also underline the transforming power of real, cooperative, and intergenerational learning experiences in teacher education as well as the need of attending to the particular media literacy needs of elderly persons, a group sometimes neglected in conventional teacher preparation programs. The studies show strong proof that experiential learning programs—especially those using simulations—are successful in increasing young social media literacy. The studies taken together highlight the need of active participation, completion of guided actions, and instructional design that reduces distractions and maximizes significant learning opportunities. The knowledge gained from these studies provides insightful direction for teachers, legislators, and researchers working to promote media literacy and raise a generation of responsible digital citizens.

Keywords: Media Literacy Education, Student-Centered Learning, Teacher-Student Engagement, Critical thinking, Digital Citizenship.

Introduction

The digital era has brought about a radical change in the terrain of literacy, which calls for a matching change in pedagogical approaches to media literacy education (Lähdesmäki & Maunula, 2022). The spread of false information, hate speech, and other dangerous materials on the internet emphasizes how urgently students should be given the critical skills to properly and responsibly negotiate the digital media environment (Wong Lai Cheng, 2023). The papers examined in this essay underline how important active learning, real-life application, and student involvement in promoting media literacy skills (Lähdesmäki & Maunula, 2022; Syarah, Mayuni, & Dhieni, 2020; Zou et al., 2024). The studies underline that the idea of literacy has evolved from conventional text to include multimedia and multimodal skills needed in new media environments (Lähdesmäki & Maunula, 2022). The results imply that despite their awareness of the need of these new literacies, student teachers still have rather limited and scattered knowledge (Lähdesmäki & Maunula, 2022). The COVID-19 epidemic has made education even more difficult, especially in early childhood education, which emphasizes how urgently teachers' technological competency should be improved and blended learning should be investigated (Syarah, Mayuni, & Dhieni, 2020). The studies underline the need of active participation and real-life application in fostering media literacy skills (Zou et al., 2024) as well as the part of simulation and experiential learning in improving knowledge acquisition and self-efficacy among young people (Zou et al., 2024). The research results point to a possible bias in librarians' media and information literacy (MIL) instruction toward traditional information literacy strategies (Revez & Corujo, 2021) and underline the need of a more balanced and theoretically grounded approach to MIL instruction that combines media and information literacy concepts. The studies also underline the transforming power of real, cooperative, and intergenerational learning experiences in teacher education as well as the need of attending to the particular media literacy needs of older adults, a group sometimes disregarded in traditional teacher preparation programs (Purtilo-Nieminen et al., 2021). The studies show strong proof that experiential learning programs—especially those using simulations—are successful in raising social media literacy among young people (Zou et al., 2024). The studies taken together highlight the need of active participation, completion of guided activities, and instructional design that reduces distractions and maximizes significant learning opportunities. The knowledge gained from these studies provides insightful direction for teachers, legislators, and researchers working to promote media literacy and raise a generation of responsible digital citizens.

Problem Statement

In addition to these findings, the literature also highlights the evolving nature of media literacy education itself. The abilities needed for successful media literacy change as new technologies and platforms develop. This calls for a dynamic and flexible media literacy education program that can adapt to the always changing digital terrain. Moreover, the study emphasizes the need of encouraging analytical ability and critical thinking in media literacy instruction. Students have to be able to dissect and assess media, challenging the underlying messages, prejudices, and agendas in addition to just consuming it. This calls for a pedagogy based on active participation, critical inquiry, and independent thinking. At last, the literature stresses how teachers might help to promote media literacy education. Equipping students

with the knowledge and skills to negotiate the complex media environment depends mostly on teachers, librarians, and other educators. Along with the integration of media literacy education across the curriculum, this calls for constant professional development and support for teachers.

The emergence of new liberal arts has profoundly affected the humanities and social sciences, so influencing curriculum development, research approaches, and general course of instruction. Driven by digital technologies and the internet, new media has the power to transform sectors connected to media. Given these changes, media teachers must find ways to produce media students with the new media literacy skills required to satisfy changing needs of these sectors. The dynamic character of the new liberal arts framework complicates the process of preparing students for the future even more since it forces teachers to always change and invent their pedagogical strategies. Reviewing the studies in this essay emphasizes the value of active learning, practical application, and student involvement in developing media literacy skills—qualities absolutely essential for negotiating the challenging and always shifting media terrain.

Research Question

How do media students perceive the effectiveness of active learning, real-life application, and student engagement in media literacy education?

Research Objective

To Investigate Media Students' Views on Media Educators' Approaches to Teaching Media Literacy

Research Method

The aim of this study is to find and evaluate the body of current research on pedagogical approaches in media literacy education and their fit with student-centered learning models. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, this systematic literature review follows. Considering the worldwide relevance of the topic, the researcher conducted the first stage of literature identification using Google Scholar, ERIC (Education Resources Information Center), and JSTOR covering the period 2013 to 2023 in the identification stage. The search turned for "media literacy," "pedagogical strategies," "student-centered learning," "media education," and "education reform." The search limited itself to English-published pieces over the designated period. Screening, the second stage, consisted in two sections: determining the literary inclusion and exclusion rules. The following constituted the criteria:

InclusionCriteria

Studies center on pedagogical techniques applied in media literacy education. Students in higher education constitute part of the target audience. The studies assess these approaches' success in advancing student-centered learning. Peer-reviewed journals publish the study. The research takes place within the framework of media literacy education.

Exclusio Rules

Studies unrelated to media literacy or student-centered learning. Studies emphasizing either primary or secondary education instead of higher education. Studies lacking a measure of how pedagogical approaches affect media literacy results. Grey literature and non-peer-reviewed articles. Articles that passed the identification stage were reevaluated in the second screening stage in light of title and abstract to determine fit. This study revealed two themes: the difficulties teachers have applying pedagogical approaches in line with student-centered learning and the alignment of these approaches with. The study of changes in students' media literacy and learning engagement following specified pedagogical strategies, and the difficulties faced by teachers in matching these strategies with student-centered learning, were essentially categorized as eligible outcomes under broad categories. At last, reading the whole text helped the papers to be verified as fulfilling the criteria. Author, year, source of publication, educational background, type of pedagogical approach, method of evaluating student outcomes, and difficulties faced were among the areas of data collecting for this study.

To guarantee the comprehensive identification of appropriate studies, our review followed the PRISMA criteria. We changed our search terms and databases, but we limited our search to high-quality papers from credible databases to guarantee the rigor and quality of the papers our evaluation included. Over the course of the study, the researchers underlined the caliber of the chosen papers. Nonetheless, given the emphasis of the research, every chosen source related to media literacy education and its fit with student-centered learning strategies.

Reviews

Emphasizing the need of teachers to adjust and equip their pupils with the tools to negotiate this new terrain, the review presented in the article by Lähdesmäki and Maunula (2022), explores the changing scene of literacy in the digital age. The study focuses especially on the opinions of student teachers on media education and new literacy skills, so stressing the need of knowing these points of view to properly equip next teachers. Echoing the ideas of academics such as Hobbs (2010), who support a complete framework for media literacy that spans access, analysis, evaluation, creation, reflection, and action, the research emphasizes the need of media literacy in empowering individuals to participate fully in the digital society. In line with the viewpoints of scholars like Lankshear & Knobel (2011) and Kulju et al. (2020), who support the ideas of "new literacies" and "multi-literacies," the authors contend that the concept of literacy has evolved beyond traditional text to encompass multimedia and multimodal skills needed in new media environments. Resonating with the work of researchers like Kallionpää (2014), who investigate the influence of new media on writing and communication practices, the study explores the several dimensions of new literacies, including the interpretation of visual messages, engagement with virtual gaming worlds, and participation in the textual subculture of social media.

The results show that although student teachers understand the importance of these new literacies, their knowledge is still rather scattered and limited. This is a reflection of the observations of Niemi et al (2018), on the need of improved media education in teacher preparation programs. Echoing the advice of Tosun & Akcay (2022), who underline the need

of both pre-service and in-service training for teachers in navigating the digital terrain, the authors propose that teacher education programs need to offer more comprehensive and systematic media education to ensure that future teachers are equipped to guide students in developing essential skills. In line with the viewpoints of academics such as McDougall et al. (2018), who underline the need of learner agency in media literacy education, the study also emphasizes the need of encouraging student agency and critical reflection in media education so enabling students to safely and responsibly negotiate the digital world. In conclusion, the study underlines the necessity of continuous communication and field of media education development. Teachers have to be alert as technology develops in knowing and adjusting to the new terrain of literacy. Teachers can enable their students to be active and informed digital age participants by arming them with the required knowledge and abilities.

Particularly in Indonesia, where the digital divide and lack of teacher preparedness for technology integration have hampered the efficient application of blended learning, the COVID-19 epidemic has escalated the difficulties in early childhood education. With an eye toward their present practices, challenges, and viewpoints on including technology and media literacy in early childhood classrooms, the study by (Syarah, Mayuni, & Dhieni, 2020) looks at teachers' opinions on media literacy education as a possible answer to these issues. (Syarah, Mayuni, & Dhieni, 2020) emphasizes how urgently teachers' technological competency should be improved and how creatively blended learning should be investigated to guarantee quality education for next generations. (Syarah, Mayuni, & Dhieni, 2020) Combining data from interviews and questionnaires, the study uses a qualitative approach to examine how teachers apply media literacy education through web-based blended learning, the difficulties they have balancing technology-based and traditional learning, and their opinions on many facets of media literacy education, learning, and website-based technologies. Theoretically, the framework makes use of media literacy and blended learning's ability to increase student involvement and learning results. The results show that teachers find it difficult to apply website-based blended learning and make good use of technology, which calls for a change toward more original and creative ideas. The report also emphasizes the need of national action to support blended learning and the need of increasing teacher knowledge about media literacy education. Emphasized is the important part strong environmental support—including policies and thorough training programs—plays in enabling teachers to embrace media literacy education (Syarah, Mayuni, & Dhieni, 2020). Furthermore, underlined in the study is the need of giving all participants in early childhood education more access to technologies. (Syarah, Mayuni, & Dhieni, 2020) acknowledge limits and propose future directions for research, including looking at other online learning systems and broad participant range. Emphasizing the need of ongoing professional development for teachers in adjusting to the changing educational environment, the study ends by restating the possibilities of blended learning and media literacy education to improve student learning results. The results of the study coincide with earlier studies stressing the need of teacher attitudes and perceptions in technology integration, the difficulties of blended learning, the efficacy of integrated media literacy programs, the need of addressing the cultural roots of traditional learning, and the part of teacher educators in training future teachers for media literacy instruction. Finally, this study provides insightful analysis of the viewpoints of early childhood educators in Indonesia on media literacy education and blended learning, so underlining the need of thorough training, improved access to technology, and creative

approaches to teach and learn in the digital age. The implications of the study go beyond the Indonesian setting and offer insightful guidance for legislators and teachers all around.

Both this study and the previous one by Purtilo-Nieminen et al (2021), explore the effectiveness of educational interventions in promoting media literacy, albeit with different target audiences and approaches. While Purtilo-Nieminen et al (2021), focused on student teachers' experiences in a course on media literacy education for older adults, this study examines youth's engagement and learning outcomes in a simulated social media environment. Both studies highlight the importance of active participation and real-life application in fostering media literacy skills. However, this study specifically emphasizes the role of simulation and experiential learning in enhancing knowledge acquisition and self-efficacy among youth. It also underscores the need for instructional design that minimizes distractions and promotes focused attention on relevant content, a consideration that might also be relevant in the context of media literacy education for older adults.

(Fedorov, 2007) offers a window into Russia's media education scene now, stressing teacher opinions on its application and difficulties. Emphasizing the increasing relevance of media education in the information-saturated society of today, the introduction sets the scene (Fedorov, 2007). It emphasizes the need of arming people with the tools to negotiate the convoluted media terrain and evaluate their own analysis. Using a questionnaire-based approach, the research summary highlights the emphasis of the study on teachers' opinions about media education and screen violence.

Examining important results exposes a mixed terrain. Although most educators agree that media education is important and that it should be included into the syllabus, actual application is still rather poor (Fedorov, 2007). This gap between theoretical support and actual use suggests the necessity of more tools and teacher education. The chapter also explores the nuances of teachers' opinions on screen violence, exposing a conflict between appreciating its possible damage and being drawn to it for entertainment. Emphasizing the need of media literacy education to develop critical thinking and responsible media consumption, this reflects observations on students' opinions toward media violence

(Fedorov, 2007). Arguing for more teacher training, curriculum development, and public awareness campaigns to foster media literacy, the chapter ends with a summary of the main conclusions and ramifications of the research. It also points up possible directions for next studies, including looking at how media literacy education affects students' critical thinking abilities and investigating the success of several pedagogical strategies. The chapter adds to the continuous conversation on media education in Russia by providing insightful analysis of the possibilities and difficulties in this field as well as by stressing the need of ongoing efforts to enable people to negotiate the complicated media terrain responsibly and critically.

Cheng (2023), emphasizes in the face of the fast-changing digital terrain the critical need of media literacy education. Cheng (2023), emphasizes the possible for both harm and empowerment as new technologies and social media have changed our access to and processing of knowledge. Particularly for young people, the article by Cheng (2023), emphasizes the difficulties presented by false information, hate speech, and other kinds of dangerous content. Emphasizing the part teachers play in arming students with the tools to

critically evaluate and negotiate the digital media environment, it supports the integration of media literacy into the Malaysian school system. The author ends by urging teachers, legislators, and society as a whole to produce critical thinkers who can interact with and help the digital world.

Cheng's (2023), article's central theme speaks to Fedorov's (2007), research on Russian teachers' opinions of media education. Both stress the need of media literacy in a world going more and more digital as well as the necessity of educational initiatives to solve the problems presented by changing media environment. Both pieces reflect the worries on how media shapes young people and the need of arming them with critical thinking abilities. Another area of convergence is the focus on how educators might promote media literacy and critical interaction with media. While Fedorov's (2007), study concentrates especially on the attitudes and practices of Russian teachers, Wong Lai Cheng's (2023), article advocates the integration of media literacy education into the Malaysian school system and emphasizes the part teachers play in encouraging critical thinking and responsible media consumption among students. Particularly during the COVID-19 epidemic, the article also addresses the difficulties governments and social institutions face in keeping up with the fast development of technology and the dissemination of false information. < It emphasizes the need of giving teachers media literacy skills so they may properly lead their students across the digital media terrain.

To conclude, highlighting its importance in enabling people to negotiate the complexity of the digital age, both Wong Lai Cheng's (2023), article and Fedorov's (2007), research add to the continuous debate on media education. Both works highlight the need of thorough media literacy education that empowers people with the tools to critically analyze, evaluate, and create media, so promoting a more informed and responsible interaction with the media-saturated environment, even if the settings and particular focuses differ.

Particularly in the framework of news literacy and disinformation, (Revez & Corujo, 2021) explores the evaluation criteria used by U.S. academic librarians in their instructional materials for media and information literacy (MIL). Given the increased relevance of these skills in the post-2016 U.S. election environment, where the proliferation of fake news and misinformation has challenged the very foundations of democratic discourse (Affelt, 2019; Anderson, 2017; Batchelor, 2017), Revez & Corujo, 2021 seeks to highlight how librarians approach MIL instruction. Using content analysis of instructional materials and checklists in addition to a poll of librarians' MIL teaching strategies, the study shows that when tackling news literacy, information literacy concepts—such as authority and accuracy—have a predominate emphasis (Lim, 2020). Although these ideas are clearly important, the study also emphasizes a relative underappreciation of media literacy elements, such representation and message analysis, which are equally essential for critically evaluating media content and comprehending its possible impact (Masterman, 1989). This disparity points to a possible bias in librarians' MIL instruction toward conventional information literacy strategies, most likely reflecting the field's historical roots in librarianship and information science (Livingstone et al., 2008). Information literacy skills offer a strong basis for assessing sources and spotting factual information, but they might not fully equip people to decode the complex messages buried in media content, spot biases, or recognize manipulative techniques (Sullivan, 2019a). Drawing on the rich traditions of both disciplines, the results of the study highlight the need

of a more balanced and theoretically grounded approach to MIL instruction that combines media and information literacy ideas (Frau-Meigs, 2017; Jills & Wilson, 2014). This would mean pushing students to participate in deeper critical analysis of media messages, considering their underlying power structures, social settings, and possible impact on individuals and society, so transcending checklist-based evaluation (Berger, 2019; Shoemaker & Reese, 2013; Wilson, 2012). Moreover, the study advocates more investigation on how well librarians' MIL instruction improves students' critical thinking and news literacy (Revez & Corujo, 2021; Sullivan, 2019b). It also implies looking at how MIL learning results might be affected by including lateral reading, media production, and critical discourse analysis among other instructional approaches. Librarians can be very important in enabling people to negotiate the challenging media terrain, critically assess material, and actively engage in democratic society by broadening the scope of MIL instruction and using a more holistic and theoretically informed approach.

Purtilo-Nieminen et al (2021), with a focus toward the experiences of student teachers in a course devoted to media literacy education for senior citizens. Purtilo-Nieminen et al (2021), emphasizes the need of attending to the particular media literacy requirements of elderly people, a group sometimes disregarded in conventional teacher preparation courses. Examining student teachers' stories helps the study to shed important light on the pedagogical effectiveness of the course and its ability to influence future teachers' opinions on teaching and learning in the framework of media literacy and aging. The study sought to find out how student teachers in a course meant to improve their capacity to teach media literacy education to elderly persons experienced (Purtilo-Nieminen et al., 2021). Emphasizing the integration of theory and practice through the development of media literacy interventions for elderly adults, the course was based in a design-based research approach. Using a narrative research approach, the study examined student teachers' written reports of their learning opportunities. The study questions concentrated on spotting important events, grasping the learning mechanisms, deciphering the supposed meanings of the course pedagogy, and pointing up areas needing work. Combining face-to-face and online learning, the course framework culminated in a closing seminar whereby student teachers presented their media literacy intervention plans to stakeholders including professionals interacting with older adults and other groups.

The results of the study showed that student teachers thought especially valuable experiences were the closing seminar and the chance to work with elderly people (Purtilo-Nieminen et al., 21). Emphasizing the need of considering their various needs, interests, and life experiences, the course also helped older adults develop a better awareness of the several dimensions of media literacy education. The stories of the student teachers revealed a change in their opinions of older people and their possibilities for active media participation. Older adults and student teachers alike felt that the course's focus on real learning, cooperative design, and intergenerational interaction was crucial in creating meaningful learning opportunities and empowering them both. The consequences of the study reach theoretical, methodological, and pedagogical ones (Purtilo-Nieminen et al., 2021). In the framework of media literacy and aging, theoretically it helps to clarify teacher education by stressing the need of attending to the particular requirements of older students. Methodologically, it shows how well narrative research captures the richness and complexity of student teachers' educational encounters. Pedagogically, the study emphasizes how well a blended learning

strategy, group design projects, and stakeholder involvement create real-world, transforming learning opportunities. In conclusion (Purtilo-Nieminen et al., 21) offers a gripping narrative of student teachers' experiences in a course on media literacy education for senior citizens. The results of the studies show the transforming power of real, cooperative, and multigenerational learning opportunities for teacher preparation.

Zou et al (2024), looks at how well the Social Media TestDrive tool encourages young people to become social media literate. Based on Kolb's experiential learning paradigm, the platform provides a simulated social media environment where students may actively interact with many scenarios and challenges concerning online safety, privacy, and responsible digital citizenship. Gathering data from both a public-facing version of the platform and controlled classroom environments, the study uses a mixed-methods approach. The study questions center on learner engagement patterns, the influence of learner traits on knowledge outcomes, and the predictive relationship between engagement and social media literacy knowledge and self-efficacy (Zou et al., 2024).

The results of the study show interesting new perspectives on the dynamics of experiential learning in the framework of social media literacy (Zou et al., 2024). Key predictors of better knowledge outcomes, the study emphasizes, active participation and the completion of advised actions inside the simulation. The study also emphasizes the need of students' self-perceived social media competency and the possible detrimental effect of heavy social media use on knowledge acquisition and self-efficacy. The study highlights even more the need of instructional design that reduces distractions and directs students' attention on pertinent material to maximize learning results.

The implications of the study span theoretical and pragmatic domains (Zou et al., 2024). theoretically, it helps to clarify how best to use experiential learning to promote young social media literacy. The results confirm the view that meaningful learning depends on active participation and the application of knowledge in simulated real-world situations. Practically, the study provides insightful analysis for designers of social media literacy programs and teachers. According to the study, learning results can be much improved by designing chances for active experimentation, introspection, and the completion of advised actions inside a virtual reality.

Zou et al (2024), admits its constraints and suggests directions for next studies. Examining the long-term effects of the intervention on students' actual social media activities and investigating the possibilities of using multimodal data—such as physiological measurements—to better grasp their cognitive and emotional processes during the learning process. Additional studies could also look at the success of the intervention among various demographic groups and investigate the possibility of including the platform into official classrooms. At last, the research offers convincing proof that experiential learning programs—especially those using simulations—help young people to become social media literate (Zou et al., 2024). The study emphasizes the need of active participation, the completion of advised actions, and the need of instructional design that reduces distractions and maximizes significant learning chances.

The paper offers an analytical essay looking at how teacher/student mutual involvement might improve media literacy education (Mihailidis & Hiebert, 2006). It explores how the ideas of engagement and mutuality might be implemented to media literacy education using theoretical frameworks and already published works. The main focus of the study is on how to encourage, by active teacher/student involvement, a more critical and analytical reaction of media messages. The paper seeks to shed light on how such a strategy might help to create a more conscious and involved citizenry.

The paper underlines several important aspects on how teacher/student interaction might improve media literacy education (Mihailidis & Hiebert, 2006). It underlines the need of a student-centered approach in which students participate actively in the learning process and urged to evaluate media messages they come across in their daily life. The writers contend that media literacy programs should encourage students' sense of empowerment and agency in addition to knowledge imparting ability. The paper also emphasizes the need of including media literacy into the syllabus so that students may relate their classroom knowledge with their personal experiences and grow to see the part the media plays in forming their perspective.

The research has several implications (Mihailidis & Hiebert, 2006). It implies that media literacy education can enable children to become more critical and analytical consumers of media by means of a student-centered and engagement-oriented strategy. This can then result in a more informed and involved citizenry able of making wise decisions and meaningful participation in democratic procedures. The article concludes by suggesting potential areas for further research (Mihailidis & Hiebert, 2006). It advocates empirical research to look at how well teacher/student interaction improves media literacy results. It also implies looking at the particular approaches and tools teachers might use to create a participatory and interesting classroom. Furthermore, the paper motivates studies on how media literacy education affects students' civic involvement in democratic society over the long run.

Ultimately, (Mihailidis & Hiebert, 2006) offers a strong case for the need of teacher/student interaction in improving media literacy education. Media literacy education can enable students to become more critical and analytical consumers of media, so transforming a more informed and active citizenry by means of a student-centered and participatory learning environment. The insights provided can help advocagte teachers and legislators trying to encourage media literacy and raise a generation of responsible digital age citizens with useful direction.

The study looks at how Australian primary school classrooms where Media Arts, the Australian form of media education, is taught apply the key idea of "technologies"(Levido, 2024). Using a case study approach, the study centers on three elementary school classrooms spanning several years. Data collecting included classroom observations, teacher and student interviews, and the gathering of tangible objects including student productions and planning worksheets. The data analysis exposed an unequal application of the main ideas, including "technologies," with an emphasis on technical skills rather than a sophisticated study of how technology shapes media production and distribution (Levido, 2024). Although students were quite skilled with several digital technologies, their knowledge of the more general effects of technology on media production and consumption remained poor. Two sub-themes emerged

from the research: 1) the use of non-digital tools in media arts education; 2) technology as a tool rather than a key concept. The results of the study show a trend in elementary school classrooms where technology is mostly used as a tool for task completion rather than as a topic of critical research (Levido, 2024). The implications of the study reach pedagogical approaches as well as upcoming media literacy education research (Levido, 2024). It emphasizes the need of a more complex and critical approach to introduce the idea of "technologies" in elementary school classrooms. Teachers should inspire students to investigate the more general social, cultural, and political ramifications of technology in media production and consumption, transcending their only concentration on technical skills. The studies also stress the need of giving students access to digital technologies and chances to interact with them in significant and critical ways.

The study points up a number of future research directions (Levido, 2024). It urges more research on how primary school teachers might be better assisted in applying the fundamental ideas of media literacy education, especially with regard to "technologies." It also implies looking at how media literacy education might benefit from including critical conversations about artificial intelligence, algorithms, and other new technologies. Subsequently especially with regard to the idea of "technologies," the study offers insightful analysis of the present situation of media literacy education in Australian primary schools (Levido, 2024). It emphasizes the need of developing a more critical and complex knowledge of how technology shapes our media practices and transcends a simple attention on technical skills.

In contrast to (Purtilo-Nieminen et al., 2021), which concentrated on assessing student teachers' experiences in a course on media literacy education for older adults (Purtilo-Nieminen et al., 2021), this study especially investigates the application of the fundamental idea of "technologies" in primary school classrooms (Levido, 2024). Although both studies emphasize the need of media literacy education, their target audience and particular emphasis vary. While this study stresses the need of a more complex and critical approach to teach the concept of "technologies" in primary schools, the previous review highlighted the transforming possibilities of real, cooperative, and intergenerational learning events in teacher education. Nonetheless, both studies highlight the need of enabling students to negotiate the convoluted media terrain and engage actively and wisely in the digital age.

Conclusion

The articles mostly address the viewpoints of researchers and teachers rather than those of the students themselves. Thus, given the given references, it is impossible to conclusively state how media students view these pedagogical strategies. The focus on active participation, application in real life, and student agency in the examined studies fits modern educational theories that support learner-centered and constructivist approaches (Mihailidis & Hiebert, 2006). These strategies link classroom knowledge with student experiences and acknowledge the need of enabling students to take responsibility for their education. The favorable results of studies using these strategies—such as higher engagement, knowledge acquisition, and self-efficacy—which show support their possible efficacy in developing media literacy skills among students—Zou et al., 2024.

The research also underlines the need of reducing distractions and encouraging concentrated

attention on pertinent material. This implies that media students could value instructional designs that give clarity, relevance, and active participation top priority above passive information intake (Zou et al., 2024). As some of the studies show, the use of simulations and experiential learning could also be appreciated by students as they provide chances for hands-on exploration and application of media literacy ideas in a safe and regulated environment (Zou et al., 2024). Reviewing the available literature, media students are probably going to view pedagogical strategies stressing active participation, real-life application, and student agency favorably. These strategies speak to modern educational theories that give constructivism and learner-centeredness top priority. Media students also probably value instructional designs that minimize distractions, encourage focused attention, and provide chances for hands-on exploration via simulations and experiential learning.

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